

Student Assessment Update / Actualización de Datos de Evaluaciones



2.4.25

EMBRACE EMPOWER EXCEL *Each Child Each Day*

Priority 1: Academic Excellence- Optimizing learning experiences for all District 76 students.

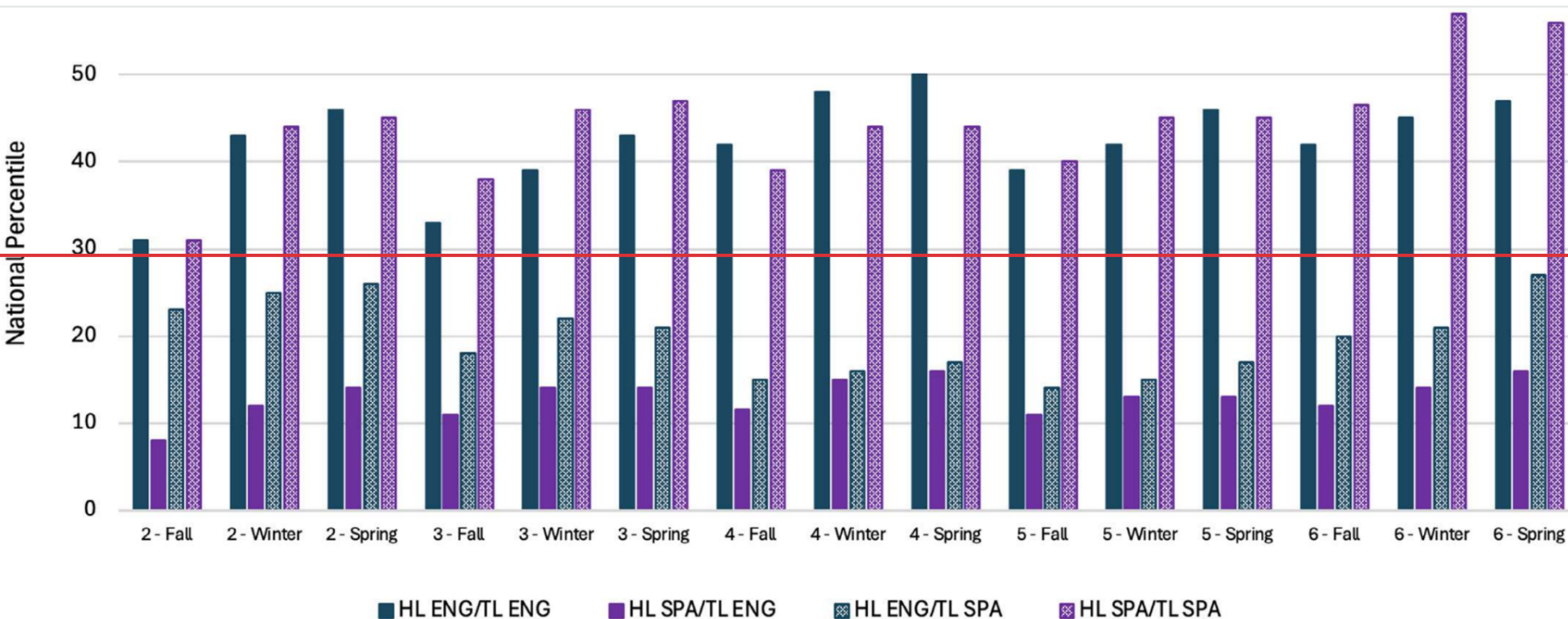
Goal(s):	Purpose	Measurable Evidence
Know each D76 student by Name, Strength and Need: <i>All educators will:</i> a. Utilize the District-wide multi-tiered system of supports (MTSS) program to maximize student growth including progress monitoring. b. Strengthen the social emotional well-being, learning and engagement for all students.	Prepare all D76 students to be high school, college/career and future ready and to improve student academic and social/emotional learning growth and achievement. Ensure the needs of the “whole child” are met in order to improve student academic and social/emotional learning growth and achievement. Provide an MTSS program to improve student academic and social/emotional learning growth and achievement.	★ 100% of Kindergarten-8th grade students will demonstrate growth within the tiers of instruction as measured by the STAR assessment. ★ Pre-K-8th grade students will demonstrate 95% or higher in all categories of the Social Emotional Learning (SEL) Student Survey

STAR and Biliteracy Trajectories

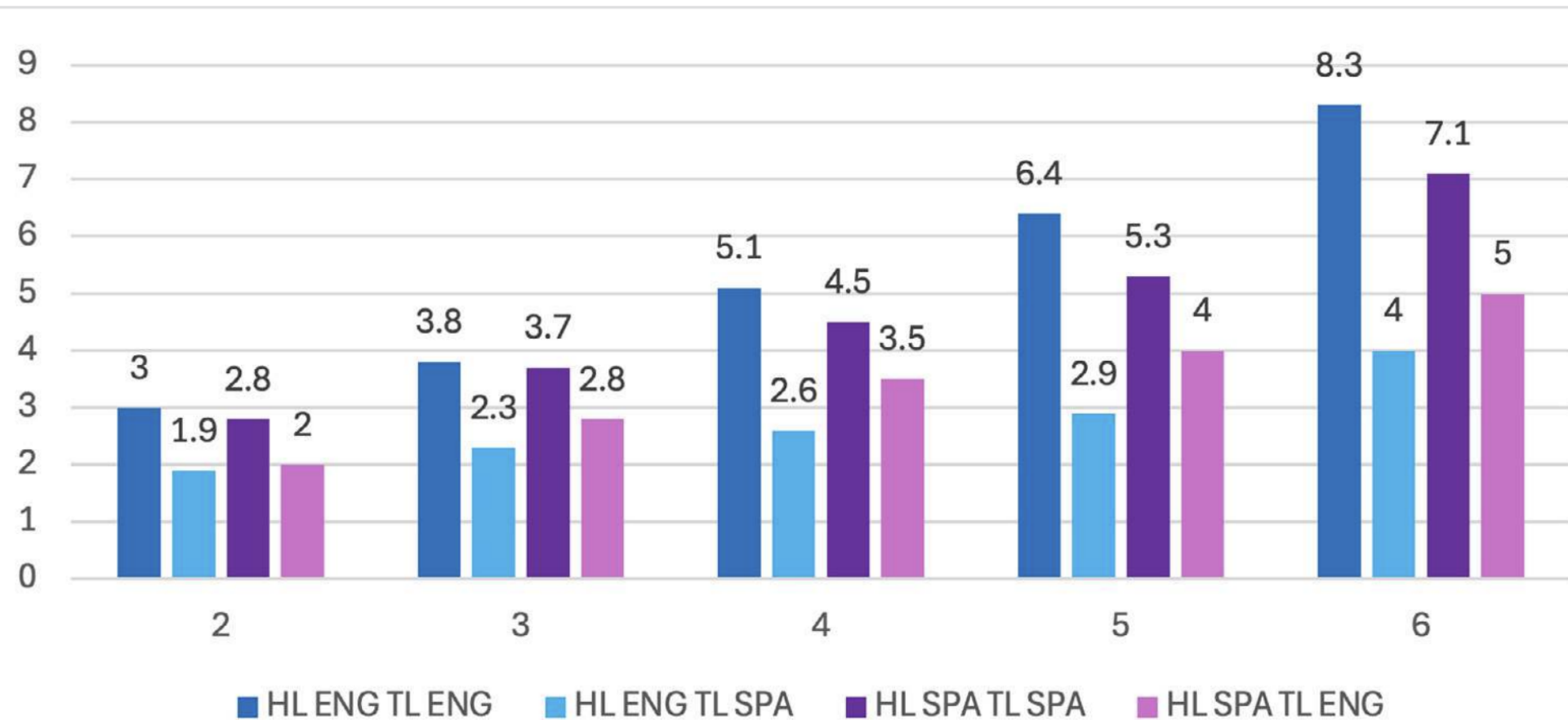


Renaissance Releases First National Dual-Language Study

- Compared four groups of students in Dual Language Programs in STAR Reading and STAR Spanish Reading for grades 2-6
 - Home Language (HL) English (ENG) Target Language (TL) ENG
 - HL ENG TL Spanish (SPA)
 - HL SPA TL ENG
 - HL SPA TL SPA
- HL ENG students grew at a rate above the national average for English and below the national average for Spanish
- HL SPA students grew at a rate above the national average in Spanish and below the national average in English until 5th grade
- Proficiency and National Percentile Rank (PR) scores in English remained below the 50th percentile for HL SPA students.

FIGURE 3**Star median national percentiles by grade and season**

- All Grades Score Below the 50th% for all groups except 6th grade Spanish for Spanish Speakers
- Red Line is currently the District 76 cut line for intervention

FIGURE 8**Spring median grade equivalent by home language and test language**

Implications for District 76

- District 76 Data, depending on the measure, outperforms or reflects the national norms in this study
- District 76 will eventually use the Renaissance Scaled Score recommendations to assist with identifying strengths and growth areas for grade levels and individual students
- Beginning next fall, data reviews will likely be disaggregated by monolingual and dual programs
- District 76 has an interest in the current **ISBE School Report Card Reform** process to Reflect Dual Language Programs and IAR proficiency and growth scores
- District 76 will use Fastbridge to aide in answering the question for HL SPA students, *“Is the student presenting a reading deficit or are they simply acquiring a new language?”*

Engagement and Growth

- **Classroom Modeling Cycles**
 - Specific to WOIS for ELA, Math, and PBIS
 - Redevelopment of practice to establish Balanced Literacy, Guided Math Stations, and Positive Behavior Reinforcement
 - Instructional Coaches and Dr. Berger modeling systems, reorganizing classrooms, and establishing action plans and follow through
- **STAR Test Data Examination**
 - Test duration
 - Test environments
 - Development of proctor training
 - Personalized student growth profile introduction to students
- **IAR Standardized Test Preparation & Training**
 - WOC February Late Start dedicated to IAR preparation, format of testing, resource and tools, and how to incorporate review and introduction of standards in day-to-day instruction
 - Developing an action plan and schedule to ensure scheduled preparation prior to testing in March
 - Ensuring a positive experience by reducing test anxiety

Definition of Terms

RTI: Response to Intervention

- 3 Tiers of Instruction:
- Tier I (>30%ile): Instruction Provided to **ALL** Students
- Tier II (29-12%ile): Instruction Provided to Students Who Require **Additional** Support
- Tier III (<11%ile): Instruction Provided to Students Who Require **Intensive** Interventions

Star Assessments

- Three times a year-Fall, Winter, Spring Benchmarks
- Subjects: Reading and Math
- Grades: K - 8th

DLS: ELA Assessments

Early Literacy Foundational Skills

- Alphabet
- Phonemic Awareness
- Phonics
- Vocabulary
- Comprehension

Star Reading- Developmental Skills and Application

- Author
- Literary
- Argument
- Vocabulary
- Comprehension

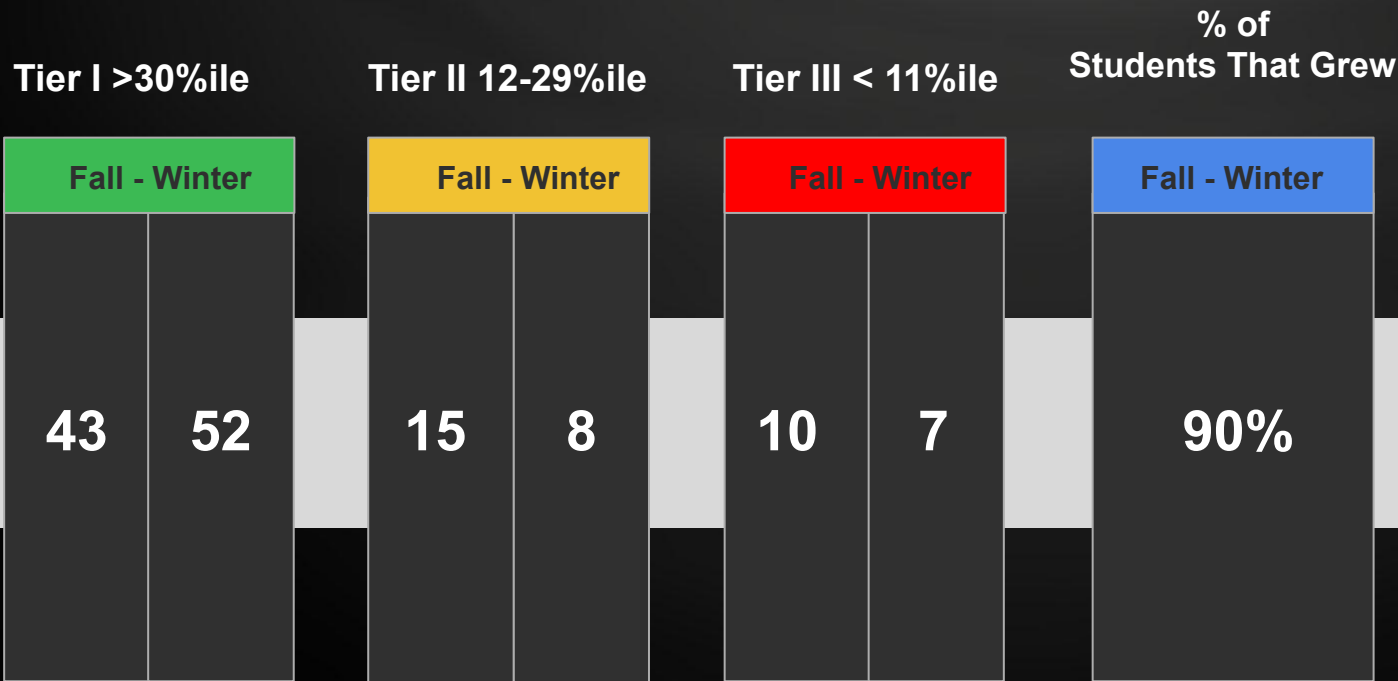


Kindergarten Star ELA - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall - Winter		Fall - Winter		Fall - Winter		Fall - Winter
Early Literacy	43	48	14	11	12	7	93%
ELA	X	5	X	X	X	X	X

Kindergarten Star Math - RtI Percentiles

EMBRACE EMPOWER EXCEL *Each Child Each Day*





Kindergarten Star SLA - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall - Winter		Fall - Winter		Fall - Winter		Fall - Winter
Early Literacy	26	31	10	8	9	4	93%
SLA	X	X	X	X	X	X	X



DLS Star ELA - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Winter	Fall	Winter	Fall	Winter	Fall - Winter
1st Grade Early Lit.	41	44	18	19	15	5	89%
1st Grade Star	14	17	3	0	0	0	
2nd Grade Early Lit.	1	2	8	12	15	6	87%
2nd Grade Star	45	46	2	4	3	0	



DLS Star Math - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Winter	Fall	Winter	Fall	Winter	Fall - Winter
1st Grade	40	49	15	16	18	6	94%
2nd Grade	45	54	13	9	13	6	93%



DLS Star SLA - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Winter	Fall	Winter	Fall	Winter	Fall - Winter
1st Grade Early Lit.	21	26	10	6	9	6	84%
1st Grade Star	4	3	0	1	0	0	
2nd Grade Early Lit.	8	7	4	3	2	1	98%
2nd Grade Star	15	20	5	2	4	0	



DLS: Action and Next Steps

What is the data telling us by grade level?

- All grade levels had movement across the tiers.
- Our tier 3 numbers are decreasing.
- No tier 3 in ELA reading. Our protocol is successful and students are ready to move from test to test.
- Single digits in tier 3
- Tier 1 instruction is getting stronger.

What are we doing to address learning gaps?

- Unit Plan review to continue to align with standards and adjusting scope based on student data.
- Being intentional planning centers that are independent practice that include critical thinking and identified areas of growth.
- Dive into STAR data to see where students scored and identify areas for intentional instruction.
- Incorporate math vocabulary during our time with students for exposure. Use in daily conversations for example, "Sit along the perimeter of the carpet, the outside."
- Use our progress monitoring tool to create goals and consistency

WOIS Star ELA - RtI Percentiles

EMBRACE EMPOWER EXCEL *Each Child Each Day*



Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Winter	Fall	Winter	Fall	Winter	Fall - Winter
3rd Grade	56	56	19	18	15	10	88%
4th Grade	52	58	19	16	19	11	80%
5th Grade	45	48	15	16	20	15	71%

WOIS Star Math - Rtl Percentiles

EMBRACE EMPOWER EXCEL *Each Child Each Day*



Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Winter	Fall	Winter	Fall	Winter	Fall - Winter
3rd Grade	56	53	19	23	15	8	80%
4th Grade	52	59	18	15	19	14	81%
5th Grade	45	44	15	13	19	18	83%

WOIS Star SLA - RtI Percentiles

EMBRACE EMPOWER EXCEL *Each Child Each Day*



Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Winter	Fall	Winter	Fall	Winter	Fall - Winter
3rd Grade	15	19	10	9	6	3	74%
4th Grade	23	30	14	12	7	1	94%
5th Grade	16	16	6	7	6	4	48%



WOIS: Action and Next Steps

What is the data telling us by grade level?

- Growth is remaining at approximately the same level across the building and within each subject
- Actions taken to strengthen building systems will continue to impact growth
- Review of test duration, testing environment, and proctoring are necessary

What are we doing to address learning gaps?

- Classroom Modeling Cycles to ensure rigorous and differentiated instruction
- Reexamining SLA support as students continue through the program
- Building awareness of horizontal and vertical curriculum alignment
- Deep digs into monthly data collection leading up to benchmarks and drawing conclusions
- Examining building schedule for 2025-2026

WOMS Star ELA - RtI Percentiles

EMBRACE EMPOWER EXCEL *Each Child Each Day*



Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Winter	Fall	Winter	Fall	Winter	Fall - Winter
6th Grade	47	50	12	14	13	13	61%
7th Grade	64	60	9	11	14	16	69%
8th Grade	68	73	25	19	13	13	67%

WOMS Star SLA - RtI Percentiles

EMBRACE EMPOWER EXCEL *Each Child Each Day*



Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Winter	Fall	Winter	Fall	Winter	Fall - Winter
6th Grade	28	33	5	4	3	0	77%
7th Grade	24	22	4	6	0	2	62%
8th Grade	23	22	4	4	5	4	67%

WOMS Star Math - Rtl Percentiles

EMBRACE EMPOWER EXCEL *Each Child Each Day*



Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Winter	Fall	Winter	Fall	Winter	Fall - Winter
6th Grade	55	56	17	18	10	7	67%
7th Grade	44	58	17	14	20	15	61%
8th Grade	70	80	20	18	12	9	60%



WOMS: Action and Next Steps

What is the data telling us by grade level?

- Over 60% of students showed growth from the Fall STAR exam in all categories.
- Scores for students with IEPs are growing and majority of students scored at the Tier III level are mostly EL students.

What are we doing to address learning gaps?

- SIP goals and action steps focused on student growth in Math and ELA by increasing our professional excellence, and strengthening instructional quality with data and instructional practices.
- Implementing targeted instruction and grouping based on academic strengths and needs.
- Implementing standards-based instruction with priority standards, proficiency scales, and assessments to reflect learning based on the standards.
- Collecting data on student progress with interventions, co-taught classes and push-in models of instruction while utilizing the MTSS process to ensure all students grow.

75th+% Breakdown-Reading



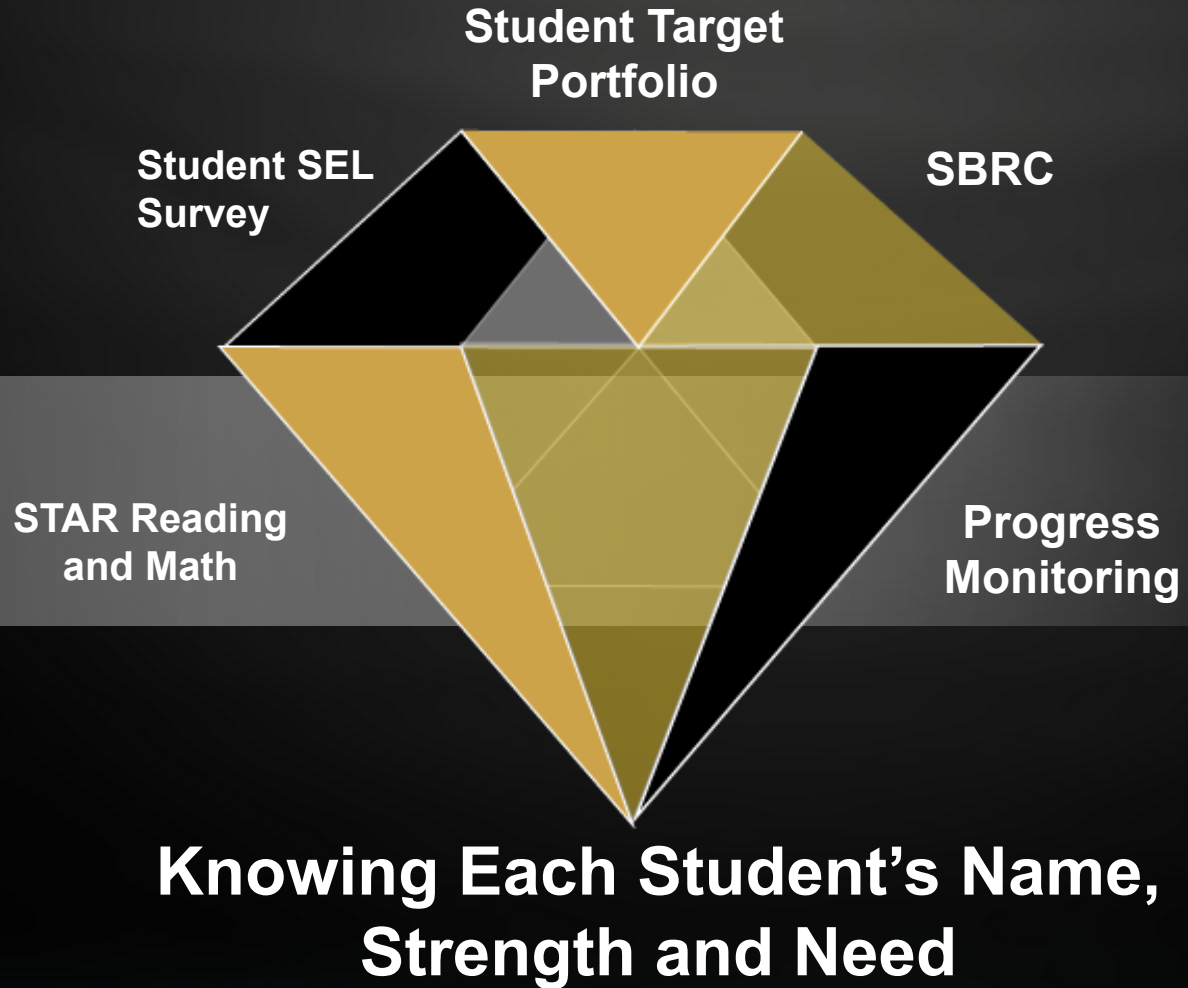
	<u>75th-89th%</u>		<u>90+%</u>		<u>Combined</u> <u>%</u>
Grade	Fall	Winter	Fall	Winter	F - W
3	2.0	15.6	5.6	13.3	7.6 - 28.9
4	18.7	18.5	4.4	7.6	23.1 - 26.1
5	10.0	12.7	10.0	11.4	20.0 - 24.1
6	7.5	16.7	11.3	10.3	18.8 - 27.0
7	9.1	8.0	11.4	8.0	20.5 - 16.0
8	12.3	14.4	17.0	17.3	29.3 - 31.7

75th+% Breakdown-Math



	<u>75th-89th%</u>		<u>90+%</u>		<u>Combined %</u>
Grade	Fall	Winter	Fall	Winter	F - W
K	2.9	12.3	2.9	9.2	5.8 - 21.5
1	9.6	17.5	8.2	8.8	17.8 - 26.3
2	19.7	14.3	8.5	16.1	28.2 - 30.4
3	9.9	14.3	8.8	11.0	18.7 - 25.3
4	15.6	12.2	14.4	16.7	30 - 28.3
5	7.6	12.7	8.9	8.9	16.5 - 21.6
6	14.9	16.2	8.1	9.5	23 - 25.7
7	5.9	7.1	9.4	8.3	15.3 - 15.4
8	8.9	9.8	15.8	16.7	24.7 - 26.5

A Larger Picture...





Next Steps

Instructional Programs and Initiatives

- After-School Program: Additional Math and Reading Support for Tier II & III Students
- Implementation of SBRCs for K-8
- Unit Plan Revision for all Subject Areas
- Digital Student Target Portfolios
- Executive Functioning: Test Preparation

Instructional Coaching

- 'Boost Your Brilliance' Professional Development
- Coaching Cycles
- PLC Leadership
- Instructional Practice
- Balanced Literacy Framework
- Peer Observation Facilitation

Data-Driven Decision Making

- Data Spreadsheet Usage
- Efficient Data Management in PLC's
- Frequent Student Progress Monitoring - Fastbridge
- Increase in Inclusion Model for SPED and Tier2
- Revision of MTSS Manual K-8
- SEL Surveys and New Curriculum



Questions/Feedback

Preguntas/Comentarios